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ABSTRACT

This is the third in a series of surveys concerning the undergraduate teacher education program at East Carolina University. Only secondary education majors in their last week of student teaching during the fall quarter 1975 were surveyed. This survey covered the professional courses taught by the School of Education, Psychology Department, and the student's own department. Questions concerning specific courses were divided into two categories; (1) important aspects of the particular course, and (2) aspects which should be included. The students were asked to choose the one aspect which they thought was most important, and each question also provided for the student's own idea of what was most important. (Twenty-one tables showing the tabulated responses are included, as is a copy of the questionnaire.) (Author/RC)

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58

A SURVEY OF STUDENT TEACHERS' VIEWS ON SELECTED ASPECTS OF THE TEACHER EDUCATION PROGRAM IN SECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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April, 1976

The third survey of teacher education which includes only secondary education is summarized in this paper. The survey covers professional courses required within the respective majors. The questionnaire which is closed-ended was developed from two previous open-ended questionnaires. Questions concerning specific courses are divided into two categories: important aspects of the particular course and aspects that should be included. Responses from the student teachers (N = 76) are grouped and tabulated.

Introduction

This is the third in a series of surveys concerning the undergraduate teacher education program. Only secondary education majors in their last week of student teaching during Fall Quarter, 1975 were surveyed. The questionnaires were distributed during the last regular meeting of the student teaching seminar to 76 student teachers and 76 questionnaires were returned.

This survey covered the professional courses taught by the School of Education, Psychology Department, and the student's own department.

The questionnaire was a closed-ended one which was developed from two previous surveys (Brown 1974, Brown 1975) which were open-ended. A copy of the questionnaire is in the appendix.

Questions concerning the specific courses were close-ended and were divided into two categories: IMPORTANT ASPECTS OF THE particular course and ASPECTS WHICH SHOULD BE INCLUDED. The students were asked to choose the one aspect which they thought was most important and each question also provided for the student's own idea of what was most important. Please note that the responses are reported in percentages of student response and may not be 100% as some students checked more than one response and some did not check any response.

A breakdown of the major course of study of the 76 student teachers participating in the survey is shown in Table I.

TABLE I. MAJOR AREAS OF STUDY OF THE STUDENT TEACHERS

Area	Number
Health and Physical Education	14
Science	12
Art	10
Music	10
Industrial Arts	7
Business Education	6
Social Studies	5
English	4
Library Science	4
Driver Education	3
Foreign Languages	1
TOTAL	76

Table II indicates the courses which were surveyed. The course "_____323m" is utilized by each academic and the student filled in the name of the particular area such as music or history.

TABLE II. COURSES WHICH WERE SURVEYED

PSYC 240	Psychology of Adolescence
PSYC 305	Educational Psychology
SEED 318s	Seminar in Student Teaching
SEED 325	Principles and Practices of Secondary Education
____ 323m	The Teaching of _____ in High School

Questions 1 and 2 concerned Psychology 240. Table III shows student response to PSYC 240, Psychology of Adolescence.

TABLE III. STUDENT RESPONSE CONCERNING PSYCHOLOGY 240, PSYCHOLOGY OF ADOLESCENCE

Most Important Aspect	
insight into youth and their problems	39%
complete development of adolescent	22%
teaching different types of students	16%
youth-adult relationships	11%
how to identify problems	9%
different types of teaching methods	3%
Aspect Which Should Be included	
discipline problems	50%
minority and social problems of teens	20%
field trips and observations	16%
smaller size lecture class	6%
other	5%

N = 76

Questions 3 and 4 concerned Psychology 305. Table IV shows student response to PSYC 305, Educational Psychology.

TABLE IV. STUDENT RESPONSE CONCERNING PSYCHOLOGY 305, EDUCATIONAL PSYCHOLOGY

Most Important Aspect	
reinforcement	32%
psychological development	27%
methods of teaching	20%
discipline and classroom problems	14%
other	7%
Aspect Which Should Be Included	
how to motivate slow learners and apathetic students	47%
more practical and realistic theory	26%
discipline	13%
class size reduce, more class discussions	8%
other	4%

N = 76

Questions 5 and 6 concerned SEED 318s. Table V shows student response to SEED 318s, Seminar in Student Teaching.

TABLE V. STUDENT RESPONSE CONCERNING SEED 318s, SEMINAR IN STUDENT TEACHING

Most Important Aspect	
hearing problems of others and realizing you're not alone	49%
current information of rules and regulations	24%
discipline problems	13%
other	8%
notebook	3%
Aspect Which Should Be Included	
practical solutions to problems	34%
information regarding teaching certification, NTE, job openings, student teacher rights, etc.	32%
discipline problems	12%
more discussion by student teachers	11%
less review of previous classes	5%
other	5%

N = 76

Questions 7 and 8 concerned SEED 325. Table VI shows student response to SEED 325, Principles and Practices of Secondary Education.

TABLE VI. STUDENT RESPONSE CONCERNING SEED 325, PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION

Most Important Aspect	
curriculum innovation	26%
history	26%
education and society	21%
national, state, and local organizations	14%
other	8%
registers and folders	3%
Aspect Which Should Be Included	
current, up-to-date examples and practical solutions which will be useful in N.C. schools	39%
information related to teaching profession (salary, NTE, etc.)	21%
observation and/or experience	15%
less history and names	10%
too much extraneous material	9%
more history and background	4%

N = 76

Questions 9 and 10 concerned the course in the student's own department that taught the methods of teaching that subject. Tables VII through XVII shows the response to the course numbered 323m in the student's own department. Each major subject area concerned with the student teachers in the survey is covered separately.

Table VII shows student response to Physical Education 323m, Methods of Teaching Physical Education.

TABLE VII. STUDENT RESPONSE CONCERNING PHYSICAL EDUCATION 323m, METHODS OF TEACHING PHYSICAL EDUCATION

Most Important Aspect	
teaching in front of class	43%
professional attitude	28%
lesson plans	21%
observation	7%
other--units	7%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	50%
methods of discipline	28%
observation	21%
experience as tutor or aide	14%
more special planning	7%

N = 14

Table VIII shows student response to Science Education 323m, Material and Methods in Science.

TABLE VIII. SCIENCE EDUCATION 323m, MATERIAL AND METHODS IN SCIENCE

Most Important Aspect	
teaching in front of class	50%
professional attitude	17%
lesson plans	17%
video tape	8%
other--teaching to particular class ability	8%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	25%
other--nothing, teaching in front of class, emphasis on what teacher will learn as result of experience	25%
methods of discipline	17%
more special planning	17%
experience as tutor or aide	8%
course study for Junior High	8%

N = 12

Table IX shows student response to Art 323m, Methods of Teaching Art in the High School.

TABLE IX. ART 323m, METHODS OF TEACHING ART IN THE HIGH SCHOOL

Most Important Aspect	
professional attitude	30%
teaching in front of class	20%
lesson plans	20%
other--nothing, philosophy	20%
observation	10%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	80%
methods of discipline	10%
experience as tutor or aide	10%

N = 10

Table X shows student response to Music 223 a,b,c,d, Music Education Sequence.

TABLE X. STUDENT RESPONSE CONCERNING MUSIC 223 a,b,c,d, MUSIC EDUCATION SEQUENCE

Most Important Aspect	
teaching in front of class	60%
lesson plans	40%
observation	20%
professional attitude	10%
handling and/or ordering materials and supplies	10%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	70%
sources of funding	20%
methods of discipline	20%
course study for Junior High	10%

N = 10

Table XI shows student response to Industrial Arts 323m, Methods of Teaching Industrial Arts.

TABLE XI. STUDENT RESPONSE CONCERNING INDUSTRIAL ARTS 323m, METHODS OF TEACHING INDUSTRIAL ARTS

Most Important Aspect	
professional attitude	57%
lesson plans	28%
teaching in front of class	28%
observation	15%
video tape	14%
handling and/or ordering materials	14%
other--everything	14%
Aspect Which Should Be Included	
observation	29%
methods of discipline	28%
experience as tutor or aide	14%
more special planning	14%
practical information relating to actual teaching experience	14%

N = 7

Table XII shows student response to Business Education 323 md, me, mf, Methods of Teaching Business Education.

TABLE XII. STUDENT RESPONSE CONCERNING BUSINESS EDUCATION 323 md, me, mf, METHODS OF TEACHING BUSINESS EDUCATION

Most Important Aspect	
professional attitude	33%
teaching in front of class	33%
other--motivation, everything	33%
observation	17%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	66%
observation	17%
methods of discipline	17%

N = 6

Table XIII shows student response to History 323m, The Teaching of Social Studies in High School.

TABLE XIII. STUDENT RESPONSE CONCERNING HISTORY 323m, THE TEACHING OF SOCIAL STUDIES IN HIGH SCHOOL

Most Important Aspect	
lesson plans	60%
professional attitude	20%
teaching in front of class	20%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	80%
experience as tutor or aide	20%

N = 5

Table XIV shows student response to English 323m, The Teaching of English in High School.

TABLE XIV. STUDENT RESPONSE CONCERNING ENGLISH 323m, THE TEACHING OF ENGLISH IN HIGH SCHOOL

Most Important Aspect	
teaching in front of class	75%
lesson plans	25%
Aspect Which Should Be Included	
observation	25%
course study for Junior High	25%
practical information relating to actual teaching experience	25%
other--teaching slow and gifted children	25%

N = 4

Table XV shows student response to Library Science 323m, Methods and Materials in the Media Program.

TABLE XV. STUDENT RESPONSE CONCERNING LIBRARY SCIENCE 323m, METHODS AND MATERIALS IN THE MEDIA PROGRAM

Most Important Aspect	
teaching in front of class	75%
handling and/or ordering materials	25%
Aspect Which Should Be Included	
practical information relating to actual teaching experience	75%
experience as tutor or aide	25%

N = 4

Table XVI shows student response to Driver Education 323m, Methods of teaching Driver and Traffic Safety Education.

TABLE XVI. STUDENT RESPONSE CONCERNING DRIVER EDUCATION 323m, METHODS OF TEACHING DRIVER AND TRAFFIC SAFETY EDUCATION

Most Important Aspect	
professional attitude	50%
teaching in front of class	50%
Aspect Which Should Be Included	
observation	33%
methods of discipline	33%
practical information relating to actual teaching experience	33%

N = 3

Table XVII shows student response to Foreign Language 323m, Methods of Teaching a Foreign Language.

TABLE XVII. STUDENT RESPONSE CONCERNING FOREIGN LANGUAGE 323m, METHODS OF TEACHING A FOREIGN LANGUAGE

Most Important Aspect	
lesson plans	100%
Aspect Which Should Be Included	
none	

N = 1

Questions 11, 12, and 13 concerned the supervision the student received while student teaching and the preparation for student teaching. Table XVIII shows the student's attitude toward the supervision he received from the local supervising teacher.

TABLE XVIII. STUDENT RESPONSE CONCERNING SUPERVISING TEACHER

The supervision I received from my supervising teacher was:

a. excellent	b. very good	c. good	d. fair	e. poor
58%	13%	20%	5%	3%

N = 76

Table XIX shows student response to a question concerning the university supervising teacher.

TABLE XIX. STUDENT RESPONSE CONCERNING UNIVERSITY SUPERVISING TEACHERS

The supervision I received from my UNIVERSITY supervising teacher was:

a. excellent	b. very good	c. good	d. fair	e. poor
45%	18%	18%	10%	7%

N = 76

Question 13 asked the students how they felt about their preparation for student teaching. Table XX shows the results of that question.

TABLE XX. STUDENT RESPONSE CONCERNING PREPARATION FOR STUDENT TEACHING

The preparation I received for my student teaching was:

a. excellent	b. very good	c. good	d. fair	e. poor
20%	34%	29%	13%	3%

N = 76

At the end of the questionnaire was one open-ended question:

> What comments could you add which might aid in the preparation of future teachers? e.g. What experiences should you have had which you did not have? What courses? Directions? What experiences did you have which you considered valuable? Please be specific.

The comments received were tabulated according to the types of comments made. Since some of the students made more than one type of comment, the total number was equal 95 rather than 76. Table XXI shows the breakdown of the comments.

TABLE XXI. BREAKDOWN OF STUDENT COMMENTS

	number of students making comments
positive suggestions on college courses and student teaching	76
negative comments on college courses and student teaching	12
no comment	7

N = 95 comments

The responses indicated a general satisfaction with the overall program. The areas which the respondents felt needed more attention than was already given to them were the following:

1. practical information relating to actual teaching experience
2. observation
3. discipline and motivation

EAST CAROLINA UNIVERSITY
Department of Secondary Education

This questionnaire is a follow-up to your activities at ECU. Its purpose is to obtain your opinion of the strong and weak points of the SECONDARY teacher education program. The information will be confidential and used to modify the design of the program according to the needs expressed by your opinion.

I. Major area:_____

II. Please answer the following questions by writing the letter of the one (1) aspect that, in your opinion, is the most important aspect covered or that should have been covered in each particular course.

PSYCHOLOGY 240, Psychology of Adolescence

_____1. What was the most important aspect covered?
a. youth-adult relationships
b. the complete development of the adolescent
c. how to identify problems
d. teaching different types of students
e. insight into youth and their problems
f. different types of teaching
g. other_____
(please specify)

_____2. What was the most important aspect that should be included?
a. field trips and observations
b. discipline problems
c. smaller size lecture class
d. minority and social problems of teenagers
e. other_____
(please specify)

PSYCHOLOGY 305, Educational Psychology

_____3. What was the most important aspect covered?
a. testing
b. reinforcement
c. methods of teaching
d. psychological development
e. discipline and classroom problems
f. other_____
(please specify)

_____4. What was the most important aspect that should be included?
a. class size reduced, more class discussions
b. discipline
c. more practical and realistic theory
d. how to motivate slow learners and apathetic students
e. other_____
(please specify)

SEED 318s, Seminar in Student Teaching

_____5. What was the most important aspect covered?
a. notebook
b. hearing problems of others and realizing you're not alone
c. discipline problems
d. current information of rules and regulations
e. other_____
(please specify)

_____6. What was the most important aspect that should be included?
a. discipline problems
b. more discussion by student teachers
c. information regarding teaching certification, NTE, available jobs, student teacher rights, etc.
d. practical solutions to problems
e. less review of previous classes
f. other_____
(please specify)

SEED 323, Principles and Practices of Secondary Education

_____7. What was the most important aspect covered?
a. history
b. national, state, and local organizations
c. education and society
d. registers and folders
e. curriculum innovation
f. other_____
(please specify)

_____8. What was the most important aspect that should be included?
a. less history and names
b. more history and background to prepare for NTE
c. current, up-to-date examples and practical solutions which will be useful in NC public schools
d. information related to teaching profession (salary, NTE, school laws, etc.)
e. too much extraneous material
f. observation and/or experience
g. other_____
(please specify)

SEED 323m, The Teaching of _____ in High School
(please specify)

_____9. What was the most important aspect covered?
a. lesson plans
b. observation
c. professional attitude
d. teaching in front of class
e. vido tape
f. handling and/or ordering materials and supplies
g. other_____
(please specify)

_____10. What was the most important aspect that should be included?
a. observation
b. experience as tutor or aide
c. methods of discipline
d. practical information relating to actual teaching experience
e. more special planning
f. course study for Junior High level
g. sources of funding
h. other_____
(please specify)

_____11. The supervision I received from my supervising teacher was:
a. excellent
b. very good
c. good
d. fair
e. poor

_____12. The supervision I received from my UNIVERSITY supervising teacher was:
a. excellent
b. very good
c. good
d. fair
e. poor

_____13. The preparation I received for my student teaching was:
a. excellent
b. very good
c. good
d. fair
e. poor

III. What comments could you add which might aid in the preparation of future teachers? e.g. What experiences should you have had which you did not have? What courses? Directions? What experiences did you have which you considered valuable? Please be specific. THANK YOU.

_____

_____

_____

_____

_____

_____